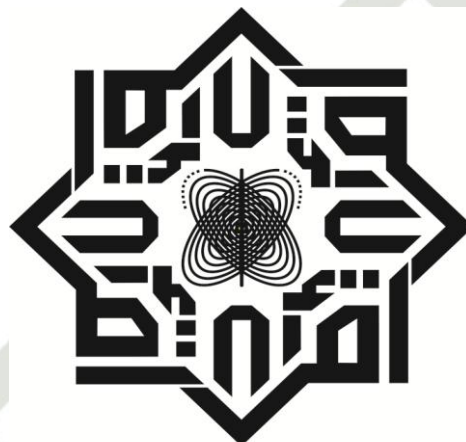




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THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION ANXIETY AND THEIR WILLINGNESS TO COMMUNICATE AT SENIOR HIGH SCHOOL BABUSSALAM PEKANBARU

Thesis

Submitted in Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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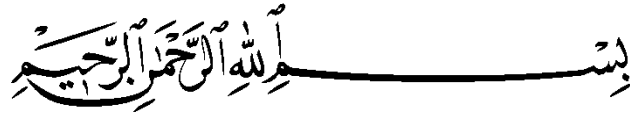
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ABSTRACT

Neila Izzati (2019) : The Correlation between the Students' Pronunciation Anxiety and Their Willingness to Communicate at Senior High School Babussalam Pekanbaru

Pronunciation anxiety (PA) is an important determinant of students' WTC in a FL classroom. (Lucarz, 2014). However, based on the preliminary research, it was found that students' pronunciation is not good at the school. Then, considering some factors influencing to communicate, it was also found that they felt anxiety about their pronunciation. This research was aimed to find out the correlation between students' pronunciation anxiety and their willingness to communicate at Senior High School Babussalam Pekanbaru. This research is correlational research. There was one instrument use in collecting the data for this research is used questionnaire. The population of this research is 120 students. Then, in taking the sample, the researcher used simple random sampling and chose 30 students from all classes. By using product moment formula through SPSS 2.0 in analyzing the data, the mean score of students' pronunciation anxiety was 67 categorized as good level. On the other hand, the mean score of students' willingness to communicate was 66. It is also categorized as good level. The data analysis is concluded that robserved is 0.897. it means that Ha was accepted, or there is a significant correlation. It is categorized as " Very High Level"

Keywords: *Correlation, Pronunciation Anxiety, Willingness to communicate.*



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ABSTRACT

Neila Izzati (2019) : The Correlation between the Students' Pronunciation Anxiety and Their Willingness to Communicate at Senior High School Babussalam Pekanbaru

kegelisahan pengucapan (PA) adalah faktor penting dari WTC siswa di kelas FL. (Lucarz, 2014). Namun, berdasarkan penelitian pendahuluan, ditemukan bahwa pengucapan siswa tidak baik di sekolah. Kemudian, mempertimbangkan beberapa faktor yang mempengaruhi komunikasi, juga ditemukan bahwa mereka merasa cemas tentang pelafalan mereka. Penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan pengucapan siswa dan kesediaan mereka untuk berkomunikasi di SMA Babussalam Pekanbaru. Penelitian ini adalah penelitian korelasional. Ada satu instrumen yang digunakan dalam mengumpulkan data karena penelitian ini menggunakan kuesioner. Populasi penelitian ini adalah 120 siswa. Kemudian, dalam mengambil sampel, peneliti menggunakan random classter dan memilih 30 siswa dari kelas yang di acak. Dengan menggunakan rumus momen produk melalui SPSS 2.0 dalam menganalisis data, skor rata-rata kecemasan pengucapan siswa adalah 67 dikategorikan sebagai tingkat yang baik. Di sisi lain, skor rata-rata kemauan siswa untuk berkomunikasi adalah 66. Itu juga dikategorikan sebagai tingkat yang baik. Analisis data disimpulkan bahwa robserve adalah 0,897. itu berarti H_a diterima, atau ada korelasi yang signifikan. Ini dikategorikan sebagai "Tingkat Sangat Tinggi"

Kata kunci: Korelasi, Kegelisahan Pengucapan, Kesediaan untuk berkomunikasi.

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ملخص

نايلا إزاتي، (٢٠١٩): ارتباط بين قلق التلاميذ في النطق ورغبتهم في الاتصال بمدرسة باب السلام الثانوية الإسلامية بكنبارو

قلق النطق هو عامل مهم لدى التلاميذ مركز التجارة العالمي في الصف (لوكارز، ٢٠١٤). ومع ذلك، بناءً على الدراسة المبدئية، وجد أن نطق التلاميذ ليس جيدًا في المدرسة. بعد ذلك، مع الأخذ في الاعتبار العديد من العوامل التي تؤثر على الاتصال، وجد أيضًا أنهم يشعرون بقلق نطقهم. يهدف هذا البحث إلى معرفة ارتباط بين قلق التلاميذ في النطق ورغبتهم في الاتصال بمدرسة باب السلام الثانوية الإسلامية بكنبارو. هذا البحث هو البحث الارتباطي. هناك أداة واحدة تستخدم في جمع البيانات لأن هذا البحث باستخدام الاستبيان. مجتمعه ١٢٠ تلميذا. ثم في أخذ العينة، استخدمت الباحثة فصلاً عشوائيًا واختار ٣٠ تلميذاً من فصل عشوائي. باستخدام رموز لحظة المنتج من خلال البرنامج الإحصائي للعلوم الاجتماعية ٢٠٠ في تحليل البيانات، نتيجة المعادل قلق التلاميذ في النطق ٦٧ تصنيفاً على أنه مستوى جيد. من ناحية أخرى، نتيجة المعادل استعداد التلاميذ للاتصال ٦٦. تصنيفها أيضًا على أنها مستوى جيد. خلص تحليل البيانات إلى أن r الملاحظة ٠.٨٩٧. هذا يعني أن الفرضية البديلة مقبولة، أو أن هناك ارتباط كبير. يصنف هذا على أنه "مستوى جيد جدًا"

الكلمات الأساسية: الارتباط، النطق، القلق، استعداد الاتصال.



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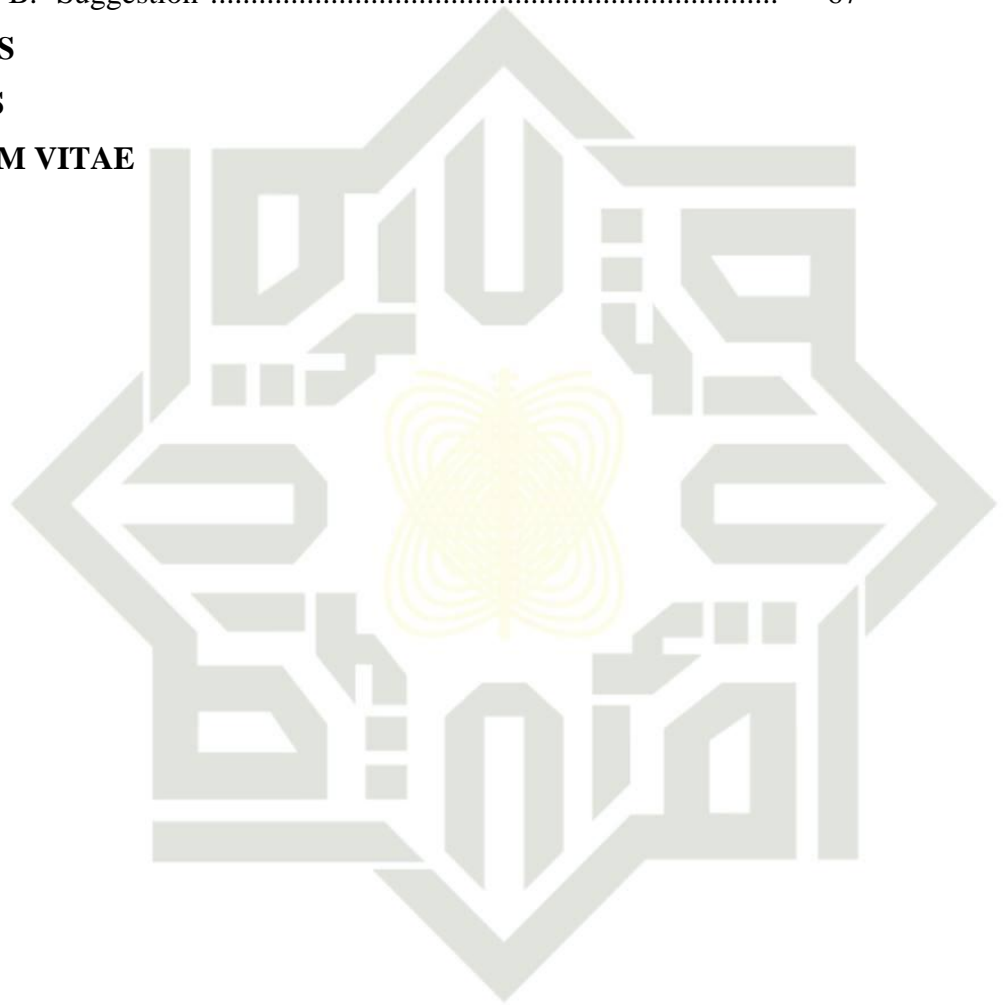
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Horwitz (1989) stated that speaking in a foreign language is often sensed as a "threat to peoples' selfconcept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals".

One important part of the speaking is pronunciation, because pronunciation is useful in communicating. According to Fangjhi (1998), it is very important to pay attention to our pronunciation, so that the message we convey is understood or not. Because if we mispronounce few words it will lead into misunderstanding this statement supported by Otlowsky, (2004), if someone cannot hear English well, they are cut off from the language. Most pronunciation errors courses students' anxiety.

Brown,(2007) stated that "Anxiety is feel tension, apprehension, nervousness and worry associate with an arousal of the autonomic nervous system." There are three types of anxiety identified by some experts, (Cattel&Schier, 1963). Trait anxietyIn according Toth, (2010), defines that nervousness may appear in any situation. StateanxietyIn according Toth,

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(2010), nervousness is affected by the autonomic nervous system. Shortly, state anxiety happens in some moment because the feeling of nervousness, tension and worry. Situation-specific anxiety Various situations can produce nervousness (Toth,2010). Based on statement above, pronunciation anxiety is categorized situation-specific anxiety. This statement supported by Young, (1991), stated that situation-specific anxiety only occurs in particular situation such as giving speech, taking a test, or using other language.

Based on explanation above, it can be concluded that pronunciation anxiety also affect the students' willingness to communicate. Tan (2016) said that willingness to communicate is one of the affective factors influencing success in second and foreign language learning. This study aims to find out the existence of a relationship between pronunciation anxieties and willingness to communicate according to Baran-Łucarz (2014) that lack pronunciation leads to high levels of anxiety causing an unwillingness to communicate.

Babussalam senior high school is one of the schools that implemented the 2013 curriculum. The researcher conducted research into eleventh grade students at Babussalam senior high school. Based on the 2013 curriculum,eleventh grade students were expected to be able to speak,which is explanation text was on of the material. Based on standard of students achievement in english lesson especially explanation text student achievement criteria are described as follows:

Table I.1
Score Rubric

No	Range	Level	Description
1.	90-100	Excellent	Students are able to identify the generic structure and language features of explanation text very well.
2.	80-89	Good	Students are able to identify the generic structure and language features of explanation text well.
3.	70-79	Sufficient	Students are able to identify the generic structure and language features of explanation text sufficiently.
4.	60-69	Poor	Students have poor ability to identify the generic structure and language features of explanation text.
5.	0-59	Very poor	Students have very poor ability to identify the generic structure and language feature of explanation text.

Based on the rubric above, the writer found that some of the students of eleventh grade in second semester at State Senior High School Babussalam Pekanbaru still could not achieve the passing grade decided that is 78. The students are able to identify the generic structure and language features of explanation text sufficiently. Meanwhile, the students are required to differentiate and comprehend in context based on social function, text structure and language features both oral and written related to the actual issue. In this research, the writer focus only on the spoken part in speaking. Based on this situation, it was clear that most of the students could not achieve the passing grade score. The problem happened because of they had pronunciation anxiety so they could not perform well in English speaking. Based on researcher preliminary study at the second grade of State Senior High School Babussalam Pekanbaru, Most of the students have problem in pronunciation anxiety and their willingness to communicate. When the researcher interviews some of the

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students, and they said that they cannot speak English, they are afraid to speak, because they don't know some vocabularies, they also uttered that they are afraid if they make mistake in pronunciation or mispronunciation. On the other hand, when the researcher observes the students in the class directly, the researcher found that the teacher invites students to come in front of class, the teacher commands to the students to explain their daily activity and as the result they can speak and also can explain about their daily activities. It means that the researcher assumes the students can speak correctly with the good pronunciation but they also think and feel afraid about their ability to communicate each other.

The problem above can be seen from the following phenomena:

1. Most of the students are feeling afraid about their pronunciation.
2. Most of the students perceived that they are difficult to speak English.

Dealing with the research, the researcher conducts a correlational research. this research problem will use the correlation statistical test to describe and measure the degree of relationship between two variable of this research. This research correlates two variables of this research, students' pronunciation anxiety and their willingness to communicate. The previous studies had investigated with similar research, one of the researcher investigated about pronunciation anxiety and willingness to communicate at polandia and the research from Baran-Lucarz is the research that related to researcher study and also this research is rarely to be investigating in Indonesia.

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Based on the illustrated above, the writer wants to investigate the correlation between students' pronunciation anxiety and willingness to communicate. The researcher is interested in carrying out a research entitled: **"A Correlation Between Students' Pronunciation Anxiety and Their Willingness to Communicate at Senior High School Babussalam Pekanbaru"**.

B. The Problem

1. Identification of the Problem

Based on the background of the problems elaborating above, the researcher identifies problems of this research as following;

- a. Why are Most of the students feeling afraid about their pronunciation?
- b. Why did Most of the students perceive difficult to speak English.
- c. Why do Most of the students have the ability to speak in front of the class?

2. The Limitation of the Problem

Based on the identification of the problem above, it can be seen there are three problems stated in this study. the researcher focuses the problem on the students' pronunciation anxiety will measure by using PhLA (Phonetics Language Anxiety) and their willingness to communicate that will be correlated one another at SMA Babussalam.

3. The Formulation of the Problem

- a. How is the second grade students' pronunciation anxiety in Senior Higt School Babussalam Pekanbaru?

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- b. How is the second grade students' willingness to communicate in Senior High School Babussalam Pekanbaru?
- c. Is there any significant correlative between the second grade students' pronunciation anxiety and their willingness to communicate at Senior High School Babussalam Pekanbaru?

C. The Objective Significance of the Research

1. The Objective of the Research

- a. To know how students' pronunciation anxiety of the second grade students at senior high school Babussalam Pekanbaru.
- b. To know how students' willingness to communicate of the second grade students at senior high school Babussalam Pekanbaru.
- c. To find out the significant correlation between students' pronunciation anxiety and their willingness to communicate of the second grade students at senior high school Babussalam Pekanbaru.

2. The Significance of the Research

The finding of this research is expected to give contribution to the teacher who teaches the students' at Senior High School Babussalam Pekanbaru. the teacher will know the students anxiety in pronunciation and their willingness to communicate. secondly, the researcher hopes that this research will gives significant contribution to the students where have problem with their pronunciation anxiety. the researcher hopes the students' anxiety in pronunciation dismiss. finally, the researcher hopes

this research result is very usefull for whover teacher in teaching, especially in speaking subject.

D. The Definition of Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, the writer defines the terms that are used in this research as follows:

1. The correlation

Correlation is the connection between two things in which one thing changes as the other does (Oxford University press, 2003). Concur with it, correlation defines as a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to vary consistently (Creswell, 2012). In this research, the researcher tries to correlate the students' pronunciation anxiety and their willingness to communicate.

2. Pronunciation anxiety

Pronunciation anxiety is anxious foreign language learners also mention problems directly linked to pronunciation. For example, they complain about difficulties "discriminating the sounds . . . of a target language" (Horwitz, Horwitz, & Cope, 1986) and feel embarrassed because of their pronunciation errors (Price, 1991). It means that pronunciation anxiety is the feeling embarrasses or anxious about their ability in the pronunciation.

3. Willingness to communicate

Willingness to communicate is defined as “a learner’s readiness to enter into discourse at a particular time with a specific person or persons using a L2.” (McIntyre, Clement, Dornyei, and Noels, 1998).

E. Reasons for Choosing the Title

The reasons why the writer is interested to conduct this research are based on several considerations:

1. The problem of this research are very interesting and challenging to be researched in term pronunciation and anxiety
2. This title of this research is relevant with the writer as a student of English Education Depratment.
3. As far as the researcher is concerned, this research title has been investigated by one researchers and at polandia.

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CHAPTER II

REVIEW OF THE LITERATURE

A. The Theoretical Concept

1. The Definition of Pronunciation

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

Some researchers believe that learning the pronunciation of English does not mean learning how to pronounce the individual vowel and consonant sounds (Wong, 1993), and that teaching phonemes is not enough for intelligibility in communication (Otlowski, 1998). Instead, pronunciation teaching should include supra-segmental processes (e.g., connected speech, rhythm, word stress, intonation, etc.) because of their impact on speech intelligibility (Wennerstrom, 1999). Nevertheless, the

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majority of students believe that the most helpful and useful area of pronunciation work is training in segmental rather than supra-segmental because the segmental aspects of pronunciation help them improve their pronunciation patterns, enhance their confidence in using English, and above all they are more easily modified than the supra-segmental aspects (Rajadurai, 2001). Sounds and words may come before connected speech if there are crucial problems caused by mother tongue interference that affect intelligibility. If this is the case, it should be possible to identify those vowel, consonant and diphthong sounds that cause particular problems to the students. The teacher should know that students may waste time practicing the pronunciation of individual English sounds (phonemes) that they are able to pronounce anyway as these phonemes have similar equivalents in their mother tongue. On the other hand, it is important to note that there are other phonological distinctions which do not involve individual sounds. For example, stress can be distinctive in English, as 'import, being a noun, has a slightly different meaning from im'port, which is a verb. The difference in meaning is indicated by a difference in stress. There are many other pairs like this.

2. The Definition of Anxiety

In the early definitions of anxiety, it is found to be synonymous with the phenomenon of fear (Piechurska-Kuciel, 2008). For example, Darwin (1965) suggested that anxiety derived directly from the expectation of suffering, while Lewis (1970) considered it to be “an emotional state, with

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the subjectively experienced quality of fear as a closely related emotion.” Rathus (1987) defines anxiety as “a negative emotion characterized by persistent fear and dread” (Piechurska-Kuciel 2008). In modern psychology, anxiety is perceived as an unpleasant feeling that, unlike fear, may lack a direct source from the outside world.

Friedman and Bendas-Jacob (1997) define anxiety as “a sense of discomfort and worry regarding an undefined threat,” which may have not only a physical and physiological nature, but also be related to one’s more or less conscious anticipation of his/her self-concept being damaged by “internal, real or imagined dangers” (Lesse 1988). Finally, as contemporary psychologists explain, the difference between fear and anxiety lies in the defensive behaviors evoked by situations or stimuli considered dangerous. While in the case of fear, moving away from the threat (“active avoidance or fleeing”) is usually observed, anxiety may lead an individual towards the danger (“approach or fighting”) or to “withholding entering the dangerous situation (passive avoidance or freezing)” (Piechurska-Kuciel, 2008). This feature of anxiety differentiating it from fear is emphasized by Riskind et al. (2000), who depict anxiety as “an anticipatory state of active preparation for dealing with threat.” Contemporary psychologists (e.g. Pekrun, 1992 and Vasa and Pine, 2004) usually describe anxiety as a construct consisting of three components, i.e. cognitive, physiological and behavioral. The former refers to how individuals approach and process situations, information and

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stimuli that they consider threatening (e.g. RuizCaballero and Bermudez 1997). According to Pekrun (1992), anxiety arises when events are appraised as threatening and one's capacity of dealing with them as poor.

Furthermore, anxiety is said to lead to several easily observable negative physiological/somatic symptoms. Many of them are caused directly by hormonal changes, which "lead to motor tension that can be observed in shakiness, jitteriness, muscle aches, inability to relax, fidgeting and restlessness" (Piechurska-Kuciel 2008). Additionally, anxiety may result in the feeling of panic, which reveals itself in different ways depending upon the individual, e.g. in chills, heart pounding, dry mouth, clammy hands or dizziness, just to mention a few (Scovel 1991). Symptoms of bodily tension, such as self-touching, closed body positions or leaning away can also be observed in anxious individuals (Burgoon and Koper, 1984). The third component of anxiety – behavioral – reveals itself in irritability, impatience and behaviors typical for avoiding threatening situations, such as withdrawal or task avoidance (Kennerly, 1990). When discussing the construct of anxiety in the context of learning, it seems most vital to explain how it affects cognitive processing. First of all, observations prove that it leads to easy distraction, problems with concentration, limited creativity, increased response rate at the expense of accuracy, and reduced short-term memory capacities (Piechurska-Kuciel, 2008). All these difficulties are related to the fact that anxiety causes attention narrowing and difficulties with attention control (e.g. Broadbent



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and Broadbent, 1988). More specifically, cues and stimuli that automatically and intrusively draw the attention of an anxious person, pulling him/her away from the learning task, are those characterized by ambiguity, since they are perceived by him/her as potential sources of danger (Mathews et al., 1997). The constant process of scanning the learning material for stimuli and information considered threatening by the individual makes it difficult for him/her to focus on the proper task. As Eysenck (1997) clarifies, cognitive concern about one's performance (i.e. worry – one of the components of anxiety, next to emotionality) uses up cognitive resources required for storing and processing information, handicapping the attention capacities and disabling effective handling of tasks, particularly those heavily dependent on storage and processing resources.

Moreover, anxiety is said to interfere with information processing at all three levels, i.e. input, central processing and output stages (Piechurska-Kuciel, 2008). In other words, an anxious learner will reveal difficulties with taking in, analyzing and retrieving new stimuli and information. Eysenck and Calvo, (1992) further explain that anxiety causes ineffective functioning of the phonological loop responsible for temporary storage, and of the central executive coordinating the activity of the working memory. All these cognitive difficulties of an anxious person are said to inhibit his/her learning, making it less efficient, by demanding from him/her to put more effort than a low anxiety learner to attain the same

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results (Ashcraft and Kirk, 2001 & Mathews, 1990). The arguments described above constitute the main principles of the interference models of anxiety.

3. The Definition of Pronunciation Anxiety

As Spielberg (1983) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system.” And also Brown, (2007) stated that “Anxiety is feel tension, apprehension, nervousness and worry associate with an arousal of the autonomic nervous system. So, pronunciation anxiety is anxious foreign language learners also mention problems directly linked to pronunciation. For example, they complain about difficulties “discriminating the sounds of a target language” (Horwitz, Horwitz, & Cope, 1986) and feel embarrassed because of their pronunciation errors (Price, 1991). The developing learners’ pronunciation seems to be a neglected area. At the same time, teachers and foreign language learners view pronunciation as an important facilitator of communication and fluency in speaking (Wanick-Klimczak, 1997 & Wrembel, 2002). Indeed, the segmental and supra segmental elements of pronunciation are an integral component of spoken language (Pawlak, 2011), and as such are frequently taken into account when oral performance is evaluated (Szpyra-Kozłowska, 2003 & Wanick-Klimczak & Dąutek, 2003).

Oral performance is reported to be associated with language anxiety (LA; Liu, 2006; Stephenson Wilson, 2006; Woodrow, 2006). For instance,

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learners are sometimes reported to experience anxiety when giving speeches in class, interacting with a native speaker, or being corrected while speaking (Mak, 2011). Anxious foreign language learners also mention problems directly linked to pronunciation. For example, they complain about difficulties “discriminating the sounds . . . of a target language” (Horwitz, Horwitz, & Cope, 1986) and feel embarrassed because of their pronunciation errors (Price, 1991). These self-perceived pronunciation problems indicated by apprehensive learners have been overlooked in quantitative studies on LA, and only a few researchers have investigated whether LA interplays with the component of pronunciation in oral performance (e.g., Feigenbaum, 2007). The purpose of the present study is to fill in the existent gap by investigating the relationship between LA and students’ self-perceived levels of pronunciation competence in English as a foreign language. In the theoretical part of the paper, the concepts of LA and its relationship to both oral performance and self-perceived competence in the foreign language (FL) speaking skill is briefly described. Then, the potential link between LA and FL pronunciation is discussed. The empirical part presents the results of a correlational study confirming the hypothesis that a relationship exists between LA levels and self-perception of learners’ L2 pronunciation.

The results indicated the existence of high levels of language anxiety in most of the learners. In addition, it emerges that the more negative responses came from Iranian subjects as compared to the participants in

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other similar research projects. It shows that there may be some cultural reasons behind the anxiety reactions of some learners (Jones, 2004). Adopting or achieving native (L1) such as pronunciation can emerge as a big source of anxiety for language learners. The participants appeared to be blaming a strict and formal classroom environment as a significant cause of their language anxiety. Thus, these perceptions, can be considered a clear indication that the teachers should recognize that the language classroom could become a highly anxiety-provoking environment for students (Tsui, 1996: cited in Ohata, 2005).

For many language learners formal language classroom setting was a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language. According to participants of the study the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking. So learners feel more anxious and under stress in the classroom environments that follow the traditional learning systems where the learners have to constantly drill or repeat some tiresome tasks like machines (e.g. audio-lingual language teaching method).

On the other hand, language learners reported to be less anxious and stressful in environments that emphasize collaborative activities among the teachers and the students. Giving a short talk, lecture or presentation in front of the class has also been reported to be highly anxiety inducing, one which makes the classroom environment more formal and stressful for the

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learners. According to Koch and Terrell (1991), Young (1990, cited in Young, 1991), and Price (1991), a large number of their subjects considered oral presentation as the most anxiety-provoking activity in the class. Some language teachers believe that students try to overcome their anxiety by trying to remember the presentation stuff and by rehearsing it, and then they bring another pressure on themselves by trying to remember what they have rehearsed and feel probably stressed because they cannot remember everything (Tanveer, 2007).

4. The Phonetics Language Anxiety (PhLa)

As the Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986) reveals, LA is said to be related to three other types of performance anxieties, i.e. communication apprehension, fear of negative evaluation and test anxiety. The first component refers to the “discomfort in talking in front of others ... caused by the belief in one’s inability to express oneself fully or to understand what another person says” (Gregersen and Horwitz 2002). Fear of negative evaluation is defined as “an apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate [us] negatively” (Watson and Friend 1969). Finally, the third type of anxiety considered to be connected to LA, i.e. test anxiety, though related specifically to the academic context of test taking, stems from the more general fear of failure caused by lack of certainty about one’s ability or knowledge evaluated via tests. Many studies have proven a negative correlation of moderate strength between LA and either

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course grades or outcomes on oral, vocabulary and grammar tests (e.g. Aida 1994; Bailey 1983; MacIntyre and Gardner 1989; Phillips 1992; Saito and Samimy 1996; Spielman and Radnofsky 2001). Some (e.g. MacIntyre 1999) even claim that LA is the strongest predictor of success in FL learning. As data of many studies show, the most anxiety-breeding skill is speaking, particularly when the oral task is to take place in front of other students. Moreover, the aspect that learners worry about most of all, being afraid of appearing ridiculous, is pronunciation (e.g. Phillips 1992; Price 1991; Young 1992).

Several types of language-specific anxieties have been identified, e.g. listening (comprehension) anxiety (Kim 2005; Vogely 1999), writing anxiety/apprehension (Cheng et al. 1999; Hilleson 1996), reading anxiety (Argamon and Abu-Rabia 2002; Saito et al. 1999), speaking anxiety (Woodrow 2006), or grammar anxiety (Van Patten and Glass 1999). However, so far no instrument has been designed to examine specifically the nature of pronunciation anxiety, which could address feelings evoked by the way one sounds or looks like when talking in a FL or worries experienced when learning/practising FL pronunciation.

According to Lucarz (2013), a model of Phonetics Language Anxiety (PhLA) has been proposed, hoping it may contribute to a better understanding of why some FL learners do not benefit as much as they could from a practical course of phonetics. PhLA may be defined as an apprehension experienced during a class of phonetics, evidenced by

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cognitive, physiological/somatic, and behavioral symptoms. Besides the general level of PhLA represented by the attitude towards the course of phonetics and the three observable types of reactions mentioned above, a few constructs underpinning the phenomenon of anxiety experienced during a practical course of phonetics are suggested.

Lucarz (2013) also stated that relying on the outcomes of earlier studies on language anxiety, it is posited that the most important correlate/subcomponent of PhLA is the fear of negative evaluation. This construct, in turn, is assumed to be shaped by three relatively independent factors, i.e. general apprehension about oral performance and concern over FL pronunciation mistakes, pronunciation self-image related to one's appearance (the way one thinks he/she looks and sounds like) when speaking in a FL and acceptance of the perceived self-image, and finally pronunciation self-efficacy and self-assessment, i.e. beliefs about one's abilities needed to master a FL pronunciation and one's perceived level of pronunciation, both estimated usually in reference to other classmates. Next to the fear of being negatively evaluated, it is also beliefs about the nature of FL pronunciation learning and anxiety caused by transcription tests that have been assumed to determine the learners' feeling of apprehension during phonetics classes.

The Components of Pronunciation Anxiety based on the Phonetics Language Anxiety (PhLa)

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According to Lucarz (2013), he said that to measure the students pronunciation anxiety we can use the the PhLa (Phonetics Language Anxiety). Items addressing concepts that were assumed to be important correlates/subcomponents of the PhLA (Phonetics Language Anxiety) construct. Consequently, statements referring to oral performance apprehension and concern for pronunciation mistakes, pronunciation self-image and self-efficacy/self-assessment, beliefs about the difficulty of FL pronunciation learning, and IPA test anxiety were formulated. They are the components of PhLA:

- a. Oral performance apprehension and concern overpronunciation mistakes
- b. Pronunciation self-image
- c. Pronunciation self-efficacy and self-assessment
- d. Beliefs about the nature (difficulty) of FL pronunciation learning
- e. Pronunciation test anxiety

6. The Definition of Willingness to Communicate

Willingness to communicate (WTC) in a second or foreign language is a specialized area of research in the field of second language acquisition. The research purpose of the current study was to examine language learners' willingness to communicate in a foreign language learning context. Previous research and studies on willingness to communicate in both first language (L1) and second language (L2) settings are presented in this chapter, in detailed chronology. Beginning with the antecedent studies contributing to the initial construct of WTC in L1 and tracing the evolution

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of the construction of WTC models and their components, the concept of willingness to communicate was extended from its prime origin from the first language communication field to a complex involving communicative, linguistic, and social psychological perspectives after it is brought into second language learning and communication scope. From this general overview, a scrutinous exploration of the factors which were suggested to influence WTC in L2 follows. Contemporary studies conducted on WTC in L2 settings are then examined to provide a better understanding of the progress, achievements, and the most recent research in this field, in order to give an in-depth view of how the current study contributed to the scholarship of willingness to communicate.

The original source of the concept of willingness to communicate comes from research in the field of communication. Serious studies in communication, particularly empirical research, started around the 1930s (McCroskey, 1997). Public speaking was almost an exclusive focus of the communication studies during that period. Lack of public speaking skills was suggested as the sole reason for stage fright (Clevenger, 1959), which later evolved into the notion of communication apprehension (McCroskey, 1982a). The publication of Clevenger's (1959) article reviewed 25 years of studies on stage fright and was considered a seminal piece that inspired subsequent research in the areas of communication approaching and avoidance. Philips' (1965) early study viewed "reticence" as a personality-based anxiety disorder. In his later work (1984, 1986, 1997), however, he rejected this initial interpretation, suggesting that while anxiety might be the cause of reticence, a lack of communication skills should be presented

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as a major reason. Philips (1984) also pointed out that reticent people may or may not actually have deficient social skills, but they think they do.

The work of Clevenger and Philips paved the way for the later conceptualization of willingness to communicate as well as the two well-studied communication factors: Communication Apprehension (CA) and Self-Perceived Communication Competence (SPCC) (McCroskey, 1997). Although the studies of communication apprehension and perceived communication competence based on the initial work of speech anxiety and communication skills were conducted earlier than the development of the WTC concept, WTC is a more comprehensive construct embracing a wide range of influential elements including CA and SPCC.

McCroskey and Richmond (1987) advanced the construct of willingness to communicate and referred it as an individual's general personality orientation towards talking. They pointed out that people were different considerably in the degree to which they actually do talk, to whom they talk, and in what situation they talk. A broad range of situational variables could affect people's willingness to communicate with others. For instance, how people feel on a given day, the previous experience of communication with a certain person, what has happened before the communication, whether the topic is familiar or not, whether the communication is evaluated or not, could all impact communication

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willingness. Therefore, WTC, to some degree, was viewed as situation dependent.

However, although McCroskey and Richmond (1987) identified WTC's situational feature, they claimed that WTC was basically a personality orientation, a concept which has been noticed in decades of research through consistent behavioral tendencies regarding the frequency and amount of talking (Borgatta & Bales, 1953; Chapple & Arensberg, 1940; Goldman-Eisler, 1951; as cited in McCroskey & Richmond, 1987). McCroskey and Richmond (1987) stated that:

Individuals exhibit regular willingness-to-communicate tendencies across situations. Such regularity in communication behavior across interpersonal communication contexts suggests the existence of the personality variable, willingness to communicate. It is this personality orientation which explains why one person will talk and another will not under identical, or virtually identical, situational constraints.

Verbal communication is a volitional act, which to a major extent, points to the essential cognitive nature of human communication behavior. On the other hand, cognition about communication is viewed as considerably influenced by the individual's personality (McCroskey and Richmond, 1990a). Therefore, an individual's personality has a general impact on the cognitive choices this person would make about his/her communication orientations, the most important, the willingness to initiate a communication. To further specify the conceptualization of WTC, McCroskey (1997) restated and defined that "the WTC trait is an individual's predisposition to initiate communication with others" Therefore, when the concept of WTC was initially advanced by

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McCroskey and his associates in the communication field, the underlying assumption was all about its personality-based, trait like predisposition which is relatively consistent across a variety of communication contexts and types of receivers.

7. The Components of willingness to Communicate

Among the research conducted on the relevant antecedents of WTC in L1, two factors—communication apprehension (CA) and self-perceived communication competence (SPCC)—have received substantial attention from researchers both in the conceptualization and empirical studies concerning WTC. McCroskey and Richmond (1987) pointed out that the level of an individual's communication apprehension was “probably the single best predictor of his or her willingness to communicate” and “the most potent of the antecedents of willingness to communicate”. By using a causal model, MacIntyre (1994) found that communication apprehension and self-perceived communication competence were the only two immediate variables responsible for the variation of an individual's WTC. Based on the contemporary empirical studies conducted on WTC, McCroskey (1997) argued that WTC appeared to be the best predictor of people's actual communication behaviors, whereas “CA and SPCC appeared to measure the factors that make the major contribution to prediction of a person's WTC”.

a. Communication Apprehension.

Based on the early work of Clevenger (1959) on stage fright and Philips (1965) on reticence, McCroskey advanced the original

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conceptualization of communication apprehension in the 1970s. He viewed communication apprehension as “a broadly based anxiety related to oral communication” (McCroskey, 1982a). From then on, communication apprehension was treated as the subject of tremendous studies in the communication field from 1970-1980 (McCroskey, 1982a) and inspired research in relevant areas focusing on different communication notions (i.e. unwillingness to communicate, social anxiety, audience anxiety, shyness, WTC, etc.), among which the most principal concept is willingness to communicate.

b. Self-Perceived Communication Competence.

Enlightened by the early work of Philips’ on reticence (1965, 1984) in which anxiety and lack of communication skills were listed as two major reasons of the communication withdrawal and avoidance, McCroskey and Richmond (1987) suggested communication apprehension and communication skills to be the antecedents which may impact an individual’s willingness to communicate. They noticed that in the training of communication skills, people’s willingness to communicate in the training context were positively correlated with their communication skill development.

However, different from the case of communication apprehension, on which abundant studies had already suggested its close relationship and significant impact on communication willingness, there was not

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much direct support for the causal relationship between communication skills and people's communication willingness. Kelly (1982) found that the communication skills of self-identified reticent speakers were not different from those who claim non-reticent. Therefore, the perception of one's own communication skill level might weigh more significantly than the person's actual skill level.

B. The Relevant of the Research

Baran-Łucarz (2014) who conducted the research about Pronunciation Anxiety and Willingness to Communicate in the Foreign Language Classroom found that a negative correlation of moderate strength ($r = -.60$) was found between the students' scores achieved for the MPA-FLC and their general degree of WTC-FLC. In other words, the more anxious the participants were about their pronunciation, the less eagerly they took part in speaking activities in the FL classroom. When the degree of acquaintance is concerned, a connection between the two variables appeared in the case of tasks performed in groups of students that know each other and among friends. However, the apprehension related to pronunciation did not determine the subjects' willingness to talk in a FL with people they do not know. Finally, when it comes to the relationship between PA and WTC in the FL classroom depending upon the size of the group in which the speaking task is performed and the type of activity: in all cases a significant moderate negative correlation was found (from $r = -.35$ to $r = -.56$), with the link being the weakest in the case of dyads.

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Zagreb (2014) that conducted the study about the language anxiety and willingness to communicate in young efl learners. The study described in this thesis attempted to research foreign language anxiety and willingness to communicate (WTC) in young EFL learners in Croatia. Language anxiety and WTC are very important factors in second language acquisition, as they influence strongly both the process of language learning and its results . Language anxiety and WTC belong to a widely researched area, yet very few studies have dealt with these phenomena among young language learners. As English is nowadays considered a lingua franca, children begin with their learning of English earlier than ever before, so it is important to study language anxiety and WTC in young learners of English. The purpose of this study was to find how language anxiety and WTC influence second language acquisition of young learners of English. The study was conducted with two groups of learners, aged approximately 12 and 14. The results showed that young learners of English in Croatia experience language anxiety of low intensity, as well as that they possess relatively strong WTC, which is supported by previous studies in the area.

C. The Operational Concept

Acocording to Syafi'i (2016), operational concept are gotten from related theoritical concept for all 1 variables in the research tittle that should be practically and empirically. It should be interpreted into particular words in order to make it easy to measure. In carrying this research, it is necessary to

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clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is Pronunciation anxiety. Variable Y is the students' willingness to communicate.

1. For the variable X, the indicators of Pronunciation Anxiety is using the indicators from Lucarz (2013), he said that to measure the students pronunciation anxiety we can use the thePhLa(Phonetics Language Anxiety). Items addressing concepts that were assumed to be important correlates/subcomponents of the PhLA (Phonetics Language Anxiety) construct. They are the components of PhLA:
 - a. Oral performance apprehension and concern overpronunciation mistakes
 - b. Pronunciation self-image
 - c. Pronunciation self-efficacy and self-assessment
 - d. Beliefs about the nature (difficulty) of FL pronunciation learning
 - e. Pronunciation test anxiety
2. For the variable Y, the indicators of Willingness to communicate is using the indicators from McCroskey (1997) argued that WTC appeared to be the best predictor of people's actual communication behaviors, whereas "CA and SPCC appeared to measure the factors that make the major contribution to prediction of a person's WTC" (p. 105). The explanation below.

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a. Communication Apprehension.

Based on the early work of Clevenger (1959) on stage fright and Philips (1965) on reticence, McCroskey advanced the original conceptualization of communication apprehension in the 1970s. He viewed communication apprehension as “a broadly based anxiety related to oral communication” (McCroskey, 1982a, p. 136). From then on, communication apprehension was treated as the subject of tremendous studies in the communication field from 1970-1980 (McCroskey, 1982a) and inspired research in relevant areas focusing on different communication notions (i.e. unwillingness to communicate, social anxiety, audience anxiety, shyness, WTC, etc.), among which the most principal concept is willingness to communicate.

b. Self-Perceived Communication Competence.

Enlightened by the early work of Philips’ on reticence (1965, 1984) in which anxiety and lack of communication skills were listed as two major reasons of the communication withdrawal and avoidance, McCroskey and Richmond (1987) suggested communication apprehension and communication skills to be the antecedents which may impact an individual’s willingness to communicate. They noticed that in the training of communication skills, people’s willingness to communicate in the training context

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were positively correlated with their communication skill development.

D. The Assumptions and The Hypotheses

1. The Assumptions

In general, the assumptions of this research can be expressed as follows:

- a. Each English learner has different level of pronunciation anxiety and will influence their willingness to communicate
- b. Students' Pronunciation anxiety and their Willingness to communicate.
- c. The stronger pronunciation anxiety the students have the low willingness to communicate.

2. The Hypotheses

Based on the assumptions above, the researcher proposes two hypotheses as follows:

- a. H_o : There is no significant correlation between students' Pronunciation anxiety and their Willingness to communicate.
- b. H_a : There is a significant correlation between students' Pronunciation anxiety and their Willingness to communicate.

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CHAPTER III

THE METHOD OF THE RESEARCH

A. The Research Design

The method of this research was a correlational design. According to John W. Creswell (2008, p.338) correlation design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variable using the statistical procedure of correlation analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another. This research, consist two variables: students' pronunciation anxiety (X) is an independent variable and their willingness to communicate (Y) is a dependent variable. The illustration of this research as below:



B. The Location and Time of the Research

The research was conducted at Senior High School 5Pekanbaru. The research was carried out on April 2018.

C. The Subject and Object of the Research

The subject of this research was the second grade students at Senior High School 5Pekanbaru. The object of this research was the students' Pronunciation Anxiety and their willingness to communicate.

D. The Population and Sample of the Research

1. Population

According to Gay (2000) population is a sample comprises the individuals, items, or events selected from a larger group. The population of this research is the Second Grade students at Senior High School Babussalam Pekanbaru. There were seven classes with total population 120 students.

Table III.1
The Total Populations of The Second Grade Students Senior High School Babussalam Pekanbaru.

No.	Class	Male	Female	Total
1.	XI MIPA 1	18	12	30
2.	XI MIPA 2	15	15	30
3.	XI MIPA 3	13	17	30
4.	XI IPS1	14	16	30
Total				120

2. Sample

Based on the table of population, shown that the population is large enough to be a sample of the research. However, the samples are homogenous so that the researcher uses Cluster Sampling to choose a class to be sample. Cluster sampling is the process of randomly selecting intact group not individuals within the defined population sharing similar characteristic (Sugiyono). The sample of this research was class XI IPA 2

Table III.2
Sample

No	Class	Male	Female	Total
1	XI IPA 2	15	15	30

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The data of this research was collected by using:

1. Questionnaire

Questionnaire was used to find out the student's Pronunciation Anxiety and also the Willingness to communicate. Questionnaires are the statements or questions used to get the particular information from the respondents (Arikunto, 2010). In this reserach, researcher will be conducted a questionnaire to the second grade at Senior High School 5 Pekanbaru. The questionnaires consiste of 20 items in likert scale for the each variables.

Table III. 3
The Blueprint of the Questioner For Prononciation Anxiety

No	Indicators	Numbers
1	Oral performance apprehension and concern over pronunciation mistakes	1, 8, 16
2	Pronunciation self-image	4, 9, 15
3	Promuciation self-efficacy and selfassessment	2, 10, 17
4	Beliefs about the nature (difficulty) of FL pronunciation learning	3, 11, 20
5	Pronunciation test anxiety	5, 13, 21
6	Oral performance apprehension anda concern over pronunciation mistakes	6, 12, 19
7	Pronunciation self-image	7, 14, 18

Table III.4
The blueprint of the questioner for willingness to communicate

No	Indicators	Numbers
1	Communication apprehension	1,3,5,7,9,11,13,15,17,19
2	Self-perceived communication competence	2,4,6,8,10,12,14,16,18,20

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2. Validity

Creswell stated that validity is the individuals' score from an instrument make sense, meaningful, enable you as the researcher to draw good conclusion from the sample you are studying to the population. (Creswell, 2008). It means that validity is extent to which inferences made from assessment result appropriate, meaningful and useful in terms of purpose.

According to Gay (2000) there are three kinds of validity: content validity, criterion related validity and construct validity. In this research researcher used the construct validity. Siregar described that construct validity means that validity that relates to the ability of instrument to measure the concept of being measure (Sofyan Siregar, 2013). To analyze the validity of the data, the researcher used SPSS 16.0 program. The following table is the criteria of items validity (Riduwan, 2010).

Table III. 5
The Criteria of Items Validity

R	Interpretation
$0.80 < r \leq 1.00$	Very High
$0.60 < r \leq 0.79$	High
$0.40 < r \leq 0.59$	Average
$0.20 < r \leq 0.39$	Low
$0.00 < r \leq 0.19$	Very Low

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Table III.6
The Analysis of Pronunciation Anxiety Questionnaires Validity

Items	R _{item}	R _{table}	Status	Information
Item 1	0.697202	0.4438	valid	Used
Item 2	0.907654	0.4438	valid	Used
Item 3	0.41518	0.4438	not valid	not used
Item 4	0.9174	0.4438	valid	Used
Item 5	0.88669	0.4438	valid	Used
Item 6	0.89702	0.4438	valid	Used
Item 7	0.86553	0.4438	valid	Used
Item 8	0.79977	0.4438	valid	Used
Item 9	0.89909	0.4438	valid	Used
Item 10	0.90823	0.4438	valid	Used
Item 11	0.89399	0.4438	valid	Used
Item 12	0.55245	0.4438	valid	Used
Item 13	0.88662	0.4438	valid	Used
Item 14	0.93143	0.4438	valid	Used
Item 15	0.53332	0.4438	valid	Used
Item 16	0.55942	0.4438	valid	Used
Item 17	0.28312	0.4438	not valid	not used

Based on the table, the researcher concluded that the result of instrument validity to the 17 items questionnaire of discussion is 15 items valid and 2 items not valid. It means that there were 15 items used in this research.

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Table III.7
The Analysis of willingness to communicate Questionnaires Validity

Items	R_{item}	R_{table}	Status	Information
Item 1	0.65255	0.4438	Valid	Used
Item 2	0.89168	0.4438	Valid	used
Item 3	0.7827	0.4438	Valid	used
Item 4	0.90729	0.4438	Valid	used
Item 5	0.91285	0.4438	Valid	used
Item 6	0.84993	0.4438	Valid	used
Item 7	0.93562	0.4438	Valid	used
Item 8	0.88301	0.4438	Valid	used
Item 9	0.92249	0.4438	Valid	used
Item 10	0.91056	0.4438	Valid	used
Item 11	0.87379	0.4438	Valid	used
Item 12	0.64008	0.4438	Valid	used
Item 13	0.93252	0.4438	Valid	used
Item 14	0.95606	0.4438	Valid	used
Item 15	0.4547	0.4438	Valid	used
Item 16	0.49135	0.4438	Valid	used
Item 17	0.5901	0.4438	Valid	used
Item 18	0.86288	0.4438	Valid	used
Item 19	0.86288	0.4438	Valid	used
Item 20	0.28101	0.4438	not valid	not used
Item 21	0.37444	0.4438	not valid	not used
Item 22	0.44225	0.4438	not valid	not used
Item 23	0.47009	0.4438	Valid	used

Based on the table, the researcher concluded that the result of instrument validity to the 23 items questionnaire of discussion is 20 items valid and 3 items not valid. It means that there were 20 items used in this research.

3. Reliability

The reliability of a psychometric instrument refers to the extent to which scores on the instrument are free from errors of measurement. The characteristic of reliability was sometimes termed consistency (Douglas

Brown, 2003, p.19). The following table is the level of internal consistency of Cronbach alpha by Cohen (2007).

Table III.8
Internal Consistency By Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
> 0.90	Very high reliable
0.80 – 0.90	High reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Minimally reliable
< 0.60	Unacceptably low reliable

To obtain the reliability of the questionnaire given, the researcher used SPSS 23 program to find out whether or not the questionnaire is reliable or not.

Table III.9
Cronbach Alpha Table
Reliability Statistics for Pronunciation anxiety

Reliability Statistics	
Cronbach's Alpha	N of Items
.945	17

From the table above, it can be seen that the value of cronbach's alpha is 0.945. It means that the items were very high reliable.

Table III.10
Cronbach Alpha Table
Reliability Statistics for Pronunciation anxiety

Reliability Statistics	
Cronbach's Alpha	N of Items
.960	23

From the table above, it can be seen that the value of cronbach's alpha is 0.960. It means that the items were Very high reliable.

F. The Technique of the Data Analysis

In order to find out whether there was a significant correlation between students' Pronunciation anxiety and their willingness to communicate, the data was analyzed by using statistical formula. The researcher used the score of questionnaire of variable X and documentation score of variable Y. To analyze the data of students' pronunciation anxiety (Variable X), the researcher used the formula below (Sudjono,2011)

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of sample

Meanwhile, to analyze the correlation between students' Pronunciation anxiety and their willingness to communicate. The researcher used Pearson product-moment correlation coefficient (r) technique as follows: (Hartono, 2010:89)

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - (cx')(cy')}{(SD_{x'}) (SD_{y'})}$$

The product moment correlation coefficient is obtained by considering the degree of freedom (df) = N-nr; (N= number of sample, nr = number of variable). To find out the correlation, the researcher will use the SPSS 23 version to calculate and find the product moment correlation. Statistically the hypotheses are :

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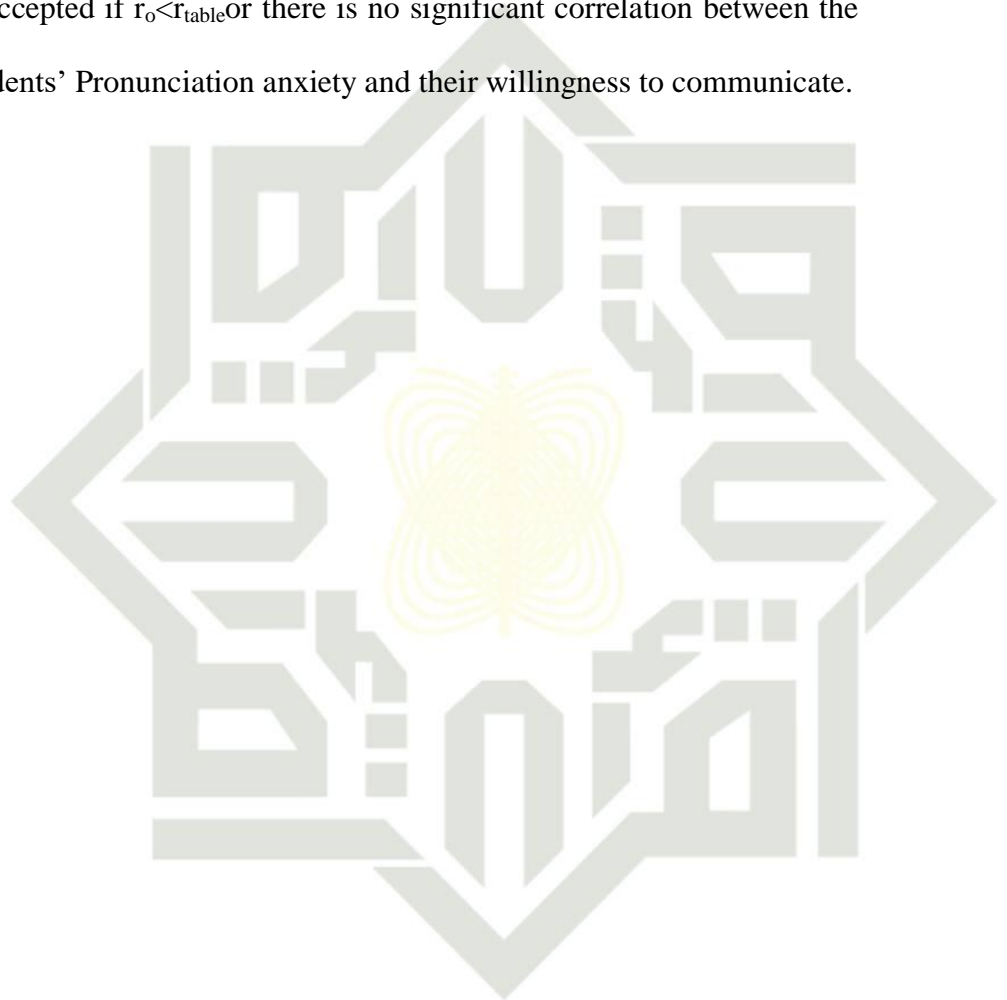
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$$H_a: r_o \geq r_{table}$$

$$H_o: r_o < r_{table}$$

H_a is accepted if $r_o \geq r_{table}$ or there is a significant correlation between the students' Pronunciation anxiety and their willingness to communicate.

H_o is accepted if $r_o < r_{table}$ or there is no significant correlation between the students' Pronunciation anxiety and their willingness to communicate.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

By referring to the data analysis in Chapter IV, the researcher depicts the conclusions as follows.

1. The students' Pronunciation Anxiety was 67%, it can be concluded that students' Pronunciation Anxiety in Senior High School Babussalam Pekanbaru was good.
2. The students' Willingness to communicate was 66%, it can be concluded that students' willingness to communicate in Senior High School Babussalam Pekanbaru was good.
3. The correlation between students' Pronunciation anxiety and their willingness to communicate. Significant value (sig. 2-tailed) is less than 0.05 it means that the H_0 is rejected and H_a is accepted, the sample (N) and analyzing technique was using Pearson Correlation. The value of correlation coefficient (r) is 0.897. Based on the table of coefficient correlation, the degree of this correlation was high.

B. Suggestion

On this occasion, the researcher suggests to those who get some benefits from this research.

1. For the teacher, grounded on research finding, understanding and examining students' Pronunciation anxiety in their willingness to communicate is essentially necessary to be executed towards students'

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English speaking competency in order to objectively promote classroom interaction of speaking skill activities to students in term of creating a better quality in their learning English speaking skill.

2. For the students, Pronunciation anxiety in learning speaking skill process determines how they shape their Willingness to communicate. Hence, it is necessary for students to start building their Willingness to communicate both learning in school or real life since classroom interaction is a way for students to encounter life issues as well.

3. For the future researchers, this issue of Pronunciation anxiety has small numbers of research available in Indonesia context of school and education literacy. Therefore, it is a need to be added and broaden widely. Similar study may be conducted, and it could possibly be making an attempt on other English competencies; speaking, listening and reading, and other level of school for example Senior High School.



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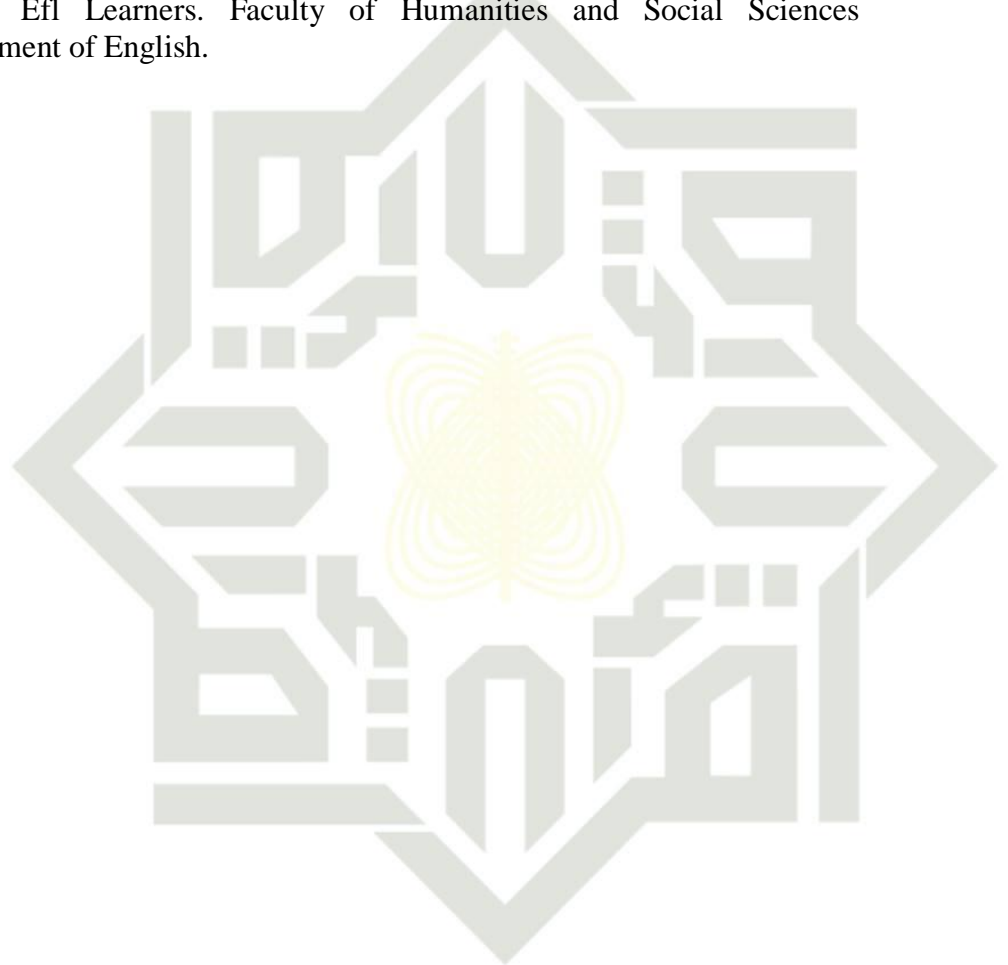
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The Blueprint of the Questioner For Prononciation Anxiety

No	Indicators	Numbers
1	Oral performance apprehension and concern over pronunciation mistakes	1, 8, 16
2	Pronunciation self-image	4, 9, 15
3	Pronunciation self-efficacy and selfassessment	2, 10, 17
4	Beliefs about the nature (difficulty) of FL pronunciation learning	3, 11, 20
5	Pronunciation Test anxiety	5, 13, 21
6	Oral performance apprehension and concern over pronunciation mistakes	6, 12, 19
7	Pronunciation self-image	7, 14, 18

The blueprint of the questioner for willingness to communicate

No	Indicators	Numbers
1	Communication apprehension	1,3,5,7,9,11,13,15,17,19
2	Self-perceived communication competence	2,4,6,8,10,12,14,16,18,20

PhLA Research Questionnaire

Name:

Class:

Instructions:

1. Write down your name and class above this sheet.
2. Read each of the statement carefully and then answer it honestly.
3. Give checklist (✓) for each statement based on your option.
4. This questionnaire is for research only and it does not affect on your English score.
5. Thank you for your willingness to answer this questionnaire

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1. I feel my heart pounding when the teacher corrects my pronunciation in lockstep.					
2. I find it more difficult to improve my pronunciation than other aspect/skills of English.					
3. I am unsatisfied with my pronunciation level. (reversed scoring)					
4. I like to talk or sing to myself in English. (reversed scoring)					
5. Pronunciation would be enjoyable if I practice in front of my friends.					
6. I feel tense and uneasy knowing that other students are listening to me reading or repeating sth. in English.					
7. Other students have a better pronunciation than I.					
8. I don't like to read aloud in front of the whole class.					
9. It seems to me that I sound terrible when I pronounce English sounds and words in the Polish manner'.					
10. I don't have a talent to master FL pronunciation.					
11. I think pronunciation is the easiest FL aspect to master. (reversed scoring)					
IPA test anxiety (5 items), e.g.:					



12

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Even if I am well-prepared to the test, I am so nervous writing it that I can't recall the transcription of many words.

I feel more stressed reading aloud than writing a Text.

The pronunciation of English is very difficult for Poles.

I don't like listening to myself reading aloud or speaking in English.

WTC Research Questionnaire

Name:

Class:

Instructions:

1. Write down your name and class above this sheet.
2. Read each of the statement carefully and then answer it honestly.
3. Give checklist (✓) for each statement based on your option.
4. This questionnaire is for research only and it does not affect on your English score.
5. Thank you for your willingness to answer this questionnaire

	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat Tidak setuju)
1	dislike participating in group discussions.					
2	Generally, I am comfortable while participating in group discussions.					
3	I am tense and nervous while participating in group discussions.					
4	I like to get involved in group discussions.					



5

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Engaging in a group discussion with new people makes me tense and nervous.

I am calm and relaxed while participating in group discussions.

Generally, I am nervous when I have to participate in classroom presentation.

Usually I am calm and relaxed while participating in meetings.

I am very calm and relaxed when I am called upon to express an opinion at class discussion.

I am afraid to express myself at class discussion.

STATEMENTS

**Always
(selalu)**

**Usually
(biasanya)**

**Sometimes
(kadang-kadang)**

**Rarely
(jarang)**

**Never
(tidak pernah)**

11 Present a talk in English to a group of students.

12 Talk in English with an acquaintance

Talk in English in a large students' meeting.

14 Talk in English in a small group in the class.

15 Talk in English with a friend

16 Talk in English in a large meeting of new students.

17 Talk in English with a stranger

18 Present a talk in English to a group of

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	friends.					
19	Talk in English with friend in a small group.					
20	Talk in English in a large meeting of new people.					

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PhLA Research Questionnaire

Name: _____
Class: _____

Instructions:

- Write down your name and class above this sheet.
- Read each of the statement carefully and then answer it honestly.
- Give checklist (✓) for each statement based on your option.
- This questionnaire is for research only and it does not affect on your English score.
- Thank you for your willingness to answer this questionnaire

No.	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1	I feel my heart pounding when the teacher corrects my pronunciation in lockstep.					
2	I find it more difficult to improve my pronunciation than other aspect/skills of English.					
3	I am unsatisfied with my pronunciation level. (reversed scoring)					
4	I like to talk or sing to myself in English. (reversed scoring)					
5	Pronunciation would be enjoyable if I practice in front of my friends.					
6	I feel tense and uneasy knowing that other students are listening to me reading or repeating sth. in English.					
7	Other students have a better pronunciation than I.					
8	I don't like to read aloud in front of the whole class.					
9	It seems to me that I sound terrible when I pronounce English sounds and words 'in the Polish manner'.					
10	I don't have a talent to master FL pronunciation.					
11	I think pronunciation is the easiest FL aspect to master. (reversed scoring)					
12	IPAA test anxiety (5 items), e.g.: Even if I am well-prepared to the test, I am nervous writing it that I can't					

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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	recall the transcription of many words.					
	I feel more stressed reading aloud than writing a Text.					
	The pronunciation of English is very difficult for Poles.					
	I don't like listening to myself reading aloud or speaking in English.					

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13

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WTC Research Questionnaire

Name: _____
Class: _____

Instructions:

- Write down your name and class above this sheet.
- Read each of the statement carefully and then answer it honestly.
- Give checklist (✓) for each statement based on your option.
- This questionnaire is for research only and it does not affect on your English score.
- Thank you for your willingness to answer this questionnaire

No.	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1	I dislike participating in group discussions.					
2	Generally, I am comfortable while participating in group discussions.					
3	I am tense and nervous while participating in group discussions.					
4	I like to get involved in group discussions.					
5	Engaging in a group discussion with new people makes me tense and nervous.					
6	I am calm and relaxed while participating in group discussions.					
7	Generally, I am nervous when I have to participate in classroom presentation.					
8	Usually I am calm and relaxed while participating in meetings.					
9	I am very calm and relaxed when I am called upon to express an opinion at class discussion.					
10	I am afraid to express myself at class discussion.					
No.	STATEMENTS	Always (selalu)	Usually (biasanya)	Sometimes (kadang-kadang)	Rarely (jarang)	Never (tidak pernah)
11	Present a talk in English to a					

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



	group of students.					
	Talk in English with an acquaintance					
	Talk in English in a large students' meeting.					
	Talk in English in a small group in the class.					
	Talk in English with a friend					
	Talk in English in a large meeting of new students.					
	Talk in English with a stranger					
	Present a talk in English to a group of friends.					
	Talk in English with friend in a small group.					
	Talk in English in a large meeting of new people.					

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mor : Un.04/F.II.4/PP.00.9/14885/2019

at : Biasa

mp. : -

: **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 10 Oktober 2019

Kepada

Yth. Dedy Wahyudi, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NEILA IZZATI

NIM : 11513203761

Jurusan : Pendidikan Bahasa Inggris

Judul : The Correlation Between Students' Pronunciation Anxiety and Their
 Willingness to Communicate at Senior High School Babussalam Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan
 Reaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
 Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
 19660924 199503 1 002

asan :

Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PhLA Research Questionnaire

Name: *Nurhafizah Hapni*

Class: *XI*

Instructions:

1. Tuliskan nama dan kelas Anda di atas sheet ini
2. Bacalah setiap pernyataan dengan cermat dan kemudian jawablah dengan jujur.
3. Berikan daftar periksa (✓) untuk setiap pernyataan berdasarkan pilihan Anda.
4. Kuisisioner ini hanya untuk penelitian dan tidak mempengaruhi skor bahasa Inggris Anda
5. Terima kasih atas kesediaan Anda untuk menjawab kuesioner ini

No.	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1	Hati saya berdegup kencang ketika guru mengoreksi pelafalan saya.	✓				
2	Saya merasa lebih sulit untuk meningkatkan pelafalan saya daripada aspek keterampilan lainnya Inggris.			✓		
3	Saya tidak puas dengan tingkat pengucapan saya. (skor terbalik)					
4	Saya suka berbicara atau bernyanyi untuk diri saya sendiri dalam bahasa Inggris. (Skor terbalik)	✓				
5	Kelas pengucapan akan lebih menyenangkan saat saya praktek di depan teman					✓
6	Saya merasa tegang dan gelisah mengetahui bahwa siswa lain mendengarkan saya membaca atau mengulangi sth. dalam Bahasa Inggris.	✓	✓			
7	Siswa lain memiliki pengucapan yang lebih baik daripada saya.	✓				
8	Saya tidak ingin membaca dengan keras di depan seluruh kelas.	✓				
9	Sepertinya saya terdengar sangat buruk ketika saya mengucapkan	✓				

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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	bunyi dan kata-kata dalam bahasa Inggris 'Dengan cara Indonesiaa'.	✓				
10	Saya tidak memiliki bakat untuk menguasai pelafalan FL.		✓			
11	Saya pikir pengucapan adalah aspek FL yang paling mudah untuk dikuasai. (skor terbalik)		✓			
12	Bahkan jika saya siap untuk ujian, saya sangat gugup menulisnya sehingga saya tidak bisa ingat transkripsi banyak kata.	✓				
13	Saya merasa lebih stres membaca dengan keras daripada menulis teks.	✓				
14	Pengucapan bahasa Inggris sangat sulit untuk orang Indonesia	✓				
15	Saya tidak suka mendengarkan diri saya membaca keras-keras atau berbicara dalam bahasa Inggris.	✓				

a. Pengutipan nanya untuk kepentingan penelaikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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PhLA Research Questionnaire

Name: TRI Oktaria Afrianda

Class: XI

Instructions:

1. Tuliskan nama dan kelas Anda di atas sheet ini
2. Bacalah setiap pernyataan dengan cermat dan kemudian jawablah dengan jujur.
3. Berikan daftar periksa (✓) untuk setiap pernyataan berdasarkan pilihan Anda.
4. Kuisisioner ini hanya untuk penelitian dan tidak mempengaruhi skor bahasa Inggris Anda
5. Terima kasih atas kesediaan Anda untuk menjawab kuesioner ini

No.	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1	Hati saya berdegup kencang ketika guru mengoreksi pelafalan saya.			✓		
2	Saya merasa lebih sulit untuk meningkatkan pelafalan saya daripada aspek / keterampilan lainnya Inggris.			✓		
3	Saya tidak puas dengan tingkat pengucapan saya. (skor terbalik)					
4	Saya suka berbicara atau bernyanyi untuk diri saya sendiri dalam bahasa Inggris. (Skor terbalik)		✓			
5	Kelas pengucapan akan lebih menyenangkan saat saya praktek di depan teman		✓			
6	Saya merasa tegang dan gelisah mengetahui bahwa siswa lain mendengarkan saya membaca atau menguangi sth. dalam Bahasa Inggris.		✓			
7	Siswa lain memiliki pengucapan yang lebih baik daripada saya.		✓			
8	Saya tidak ingin membaca dengan keras di depan seluruh kelas.		✓			
9	Sepertinya saya terdengar sangat buruk ketika saya mengucapkan		✓			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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- a. Pengutipan nanya untuk kepentingan penelaikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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	bunyi dan kata-kata dalam bahasa Inggris 'Dengan cara Indonesiaa'.				
10	Saya tidak memiliki bakat untuk menguasai pelafalan FL.		✓		
11	Saya pikir pengucapan adalah aspek FL yang paling mudah untuk dikuasai. (skor terbalik)	✓			
12	Bahkan jika saya siap untuk ujian, saya sangat gugup menulisnya sehingga saya tidak bisa ingat transkripsi banyak kata.	✓			
13	Saya merasa lebih stres membaca dengan keras daripada menulis teks.			✓	
14	Pengucapan bahasa Inggris sangat sulit untuk orang Indonesia			✓	
15	Saya tidak suka mendengarkan diri saya membaca keras-keras atau berbicara dalam bahasa Inggris.	✓			



WTC Research Questionnaire

Name: **RAYHAN GANGGAS PRATAMA**

Class: **XI**

Instructions:

1. Tuliskan nama dan kelas Anda di atas sheet ini
2. Bacalah setiap pernyataan dengan cermat dan kemudian jawablah dengan jujur.
3. Berikan daftar periksa (✓) untuk setiap pernyataan berdasarkan pilihan Anda.
4. Kuisisioner ini hanya untuk penelitian dan tidak mempengaruhi skor bahasa Inggris Anda
5. Terima kasih atas kesediaan Anda untuk menjawab kuisisioner ini

No.	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1	Saya tidak suka berpartisipasi dalam diskusi kelompok.			✓		
2	Secara umum, saya merasa nyaman saat berpartisipasi dalam diskusi kelompok.		✓			
3	Saya tegang dan gelisah saat berpartisipasi dalam diskusi kelompok.	✓				
4	Saya suka terlibat dalam diskusi kelompok.			✓		
5	Terlibat dalam diskusi kelompok dengan orang-orang baru membuat saya tegang dan gugup.			✓		
6	Saya tenang dan santai saat berpartisipasi dalam diskusi kelompok.	✓				
7	Secara umum, saya gugup ketika harus berpartisipasi dalam presentasi kelas			✓		
8	Biasanya saya tenang dan santai saat berpartisipasi dalam rapat.		✓			
9	Saya sangat tenang dan santai ketika saya dipanggil untuk menyampaikan pendapat pada diskusi kelas.		✓			
10	Saya takut untuk mengekspresikan diri pada				✓	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

diskusi kelas.

No.	STATEMENTS	Always (selalu)	Usually (biasanya)	Sometimes (kadang-kadang)	Rarely (jarang)	Never (tidak pernah)
11	Presentasikan ceramah dalam bahasa Inggris kepada sekelompok siswa.			✓		
12	Berbicara dalam bahasa Inggris dengan kenalan			✓		
13	Berbicara dalam Bahasa Inggris di pertemuan siswa-siswa.				✓	
14	Berbicara dalam bahasa Inggris dalam kelompok kecil di kelas.					✓
15	Berbicara dalam bahasa Inggris dengan seorang teman			✓		
16	Berbicara dalam Bahasa Inggris dalam pertemuan siswa baru.					✓
17	Berbicara dalam bahasa Inggris dengan orang asing					
18	Presentasikan ceramah dalam bahasa Inggris kepada sekelompok teman.			✓		
19	Berbicaralah dalam bahasa Inggris dengan teman di dalam kelompok kecil			✓		
20	Berbicaralah dalam bahasa Inggris dalam pertemuan skala besar dengan orang baru.				✓	

- a. Penguasaan lailiya untuk keperluan penunjang, penilaian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

WTC Research Questionnaire

Name: TRI OKTARIA Afrianda

Class: XI

Instructions:

1. Tuliskan nama dan kelas Anda di atas sheet ini
2. Bacalah setiap pernyataan dengan cermat dan kemudian jawablah dengan jujur.
3. Berikan daftar periksa (✓) untuk setiap pernyataan berdasarkan pilihan Anda.
4. Kuisisioner ini hanya untuk penelitian dan tidak mempengaruhi skor bahasa Inggris Anda
5. Terima kasih atas kesediaan Anda untuk menjawab kuesioner ini

No.	STATEMENTS	Strongly Agree (Sangat setuju)	Agree (Setuju)	Undecided (Ragu-ragu)	Disagree (Tidak setuju)	Strongly Disagree (Sangat tidak setuju)
1	Saya tidak suka berpartisipasi dalam diskusi kelompok.				✓	
2	Secara umum, saya merasa nyaman saat berpartisipasi dalam diskusi kelompok.		✓			
3	Saya tegang dan gelisah saat berpartisipasi dalam diskusi kelompok.			✓		
4	Saya suka terlibat dalam diskusi kelompok.		✓			
5	Terlibat dalam diskusi kelompok dengan orang-orang baru membuat saya tegang dan gugup.				✓	
6	Saya tenang dan santai saat berpartisipasi dalam diskusi kelompok.		✓			
7	Secara umum, saya gugup ketika harus berpartisipasi dalam presentasi kelas			✓		
8	Biasanya saya tenang dan santai saat berpartisipasi dalam rapat.		✓			
9	Saya sangat tenang dan santai ketika saya dipanggil untuk menyampaikan pendapat pada diskusi kelas.			✓		
10	Saya takut untuk mengekspresikan diri pada			✓		



diskusi kelas.

No.	STATEMENTS	Always (selalu)	Usually (biasanya)	Sometimes (kadang-kadang)	Rarely (jarang)	Never (tidak pernah)
11	Presentasikan ceramah dalam bahasa Inggris kepada sekelompok siswa.			✓		
12	Berbicara dalam bahasa Inggris dengan kenalan			✓		
13	Berbicara dalam Bahasa Inggris di pertemuan siswa-siswa.		✓			
14	Berbicara dalam bahasa Inggris dalam kelompok kecil di kelas.			✓		
15	Berbicara dalam bahasa Inggris dengan seorang teman		✓			
16	Berbicara dalam Bahasa Inggris dalam pertemuan siswa baru.				✓	
17	Berbicara dalam bahasa Inggris dengan orang asing					
18	Presentasikan ceramah dalam bahasa Inggris kepada sekelompok teman.			✓		
19	Berbicaralah dalam bahasa Inggris dengan teman di dalam kelompok kecil			✓		
20	Berbicaralah dalam bahasa Inggris dalam pertemuan skala besar dengan orang baru.			✓		

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

nama	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	total	total of all score
1 student 1	3	2	2	2	2	2	5	5	3	3	3	4	3	4	3	46	75
2 student 2	5	5	4	3	2	2	2	3	3	4	3	4	3	4	3	48	75
3 student 3	5	4	4	2	3	2	3	2	3	4	3	5	4	4	4	52	75
4 student 4	3	2	4	3	3	2	1	2	3	3	3	3	3	3	3	41	75
5 student 5	4	4	4	4	3	4	4	3	3	2	2	2	2	3	2	46	75
6 student 6	2	2	2	2	3	4	4	4	3	3	2	4	4	3	3	45	75
7 student 7	1	3	3	2	3	1	4	3	1	3	4	4	4	4	4	44	75
8 student 8	4	4	4	4	5	3	4	4	4	2	3	4	5	4	3	57	75
9 student 9	2	2	4	2	4	4	4	4	4	4	2	2	5	2	4	49	75
10 student 10	5	4	4	4	3	4	4	5	5	4	4	3	4	3	4	60	75
11 student 11	3	4	4	2	2	3	3	3	3	5	4	5	5	5	5	56	75
12 student 12	2	2	3	2	4	2	3	5	5	5	4	5	5	5	4	56	75
13 student 13	5	4	3	1	3	5	5	5	4	3	2	3	4	4	4	55	75
14 student 14	3	2	2	1	4	4	5	5	5	3	3	3	5	5	3	53	75
15 student 15	3	4	4	2	4	3	5	4	5	5	5	2	5	3	3	57	75
16 student 16	2	2	3	3	3	3	5	5	2	2	4	4	5	5	4	52	75
17 student 17	5	4	4	2	3	5	2	4	2	2	3	2	4	4	4	50	75
18 student 18	5	2	5	3	3	5	5	2	4	2	2	5	4	5	4	46	75
19 student 19	2	2	2	5	3	2	2	4	2	2	2	2	2	2	4	47	75
20 student 20	4	4	4	2	3	4	5	3	4	2	2	4	5	3	4	52	75
21 student 21	5	4	5	3	3	5	5	5	3	3	3	3	5	5	5	61	75
22 student 22	3	2	3	1	4	3	4	3	3	3	2	3	5	2	4	45	75
23 student 23	3	3	4	2	4	4	4	4	4	3	2	4	2	2	4	49	75
24 student 24	5	5	4	3	3	4	3	3	3	3	3	3	4	4	5	55	75
25 student 25	2	3	3	4	3	3	5	3	4	3	2	2	2	2	2	43	75
26 student 26	1	3	3	4	2	4	3	5	2	3	2	3	1	3	3	42	75
27 student 27	4	4	3	1	3	3	4	4	4	3	4	4	5	3	4	53	75
28 student 28	3	3	3	2	3	3	3	5	4	4	3	4	4	3	4	51	75
29 student 29	4	3	5	1	2	3	3	4	4	5	5	5	5	1	2	52	75
30 student 30	5	4	5	4	4	4	2	2	4	3	2	2	2	2	4	49	75
total	103	96	107	76	94	100	111	113	101	96	88	103	116	100	108	1512	2250
mean	3	3	4	3	3	3	4	4	3	3	3	3	4	3	4		2016

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

no	students	Pronunciation anxiety	Willingness to communicate
1	Andran dwi	61	64
2	Ani rahmadani	64	61
3	Arif ikhsan	69	71
4	Berliani aurora	55	53
5	Dilla resika	61	50
6	Dyah mustika	60	64
7	Hasbi kusuma	59	61
8	Ilham rizki	76	75
9	Khairun nublah	65	69
10	M adip pratama	80	78
11	M reza	75	72
12	Nariana lutfiyya	75	71
13	Marsanda	73	78
14	Muhammad kresna	71	73
15	Muhammad nasyif	76	73
16	Nurhafiza hafni	71	70
17	Nadilla jasira	67	65
18	Renniarti	61	63
19	Raihan ganggas pratama	63	64
20	Rismayana	69	65
21	Rika Amelia	81	79
22	Selfi indriani	60	58
23	Tri oktaria avrianda	65	68
24	Tri ramadona	73	70
25	Wan andi	57	51
26	Wan hafidz	56	50
27	Winsih aprina	71	72
28	Yazhoon adzka	68	64
29	Zacky al rojak	69	71
30	Zikri ramaddan	65	63
Total		2016	1986
Mean		67	66



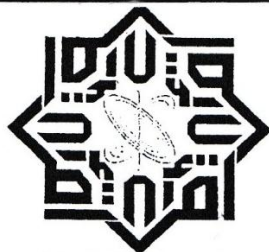
**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : .
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dedi Wahyudi M.pd
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Neila Izati
4. Nomor Induk Mahasiswa : 11513203761
5. Kegiatan : Bimbingan proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1)	7/3/2019	Background		
2)	24/4/2019	BAB II		
3)	25/4/2019	Font and reference		
4)	26/4/2019	BAB III		
5)	27/4/2019	Acc		

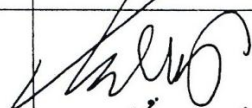
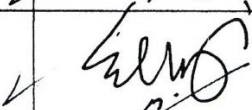
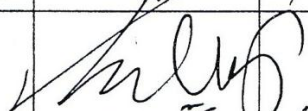
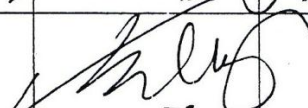
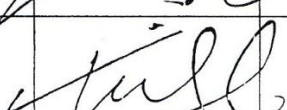
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KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dedy Wahyudi M.pd
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Neila Izrati
4. Nomor Induk Mahasiswa : 11513203761
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	26 / 8 / 2019	BAB IV		
2	2 / 9 / 2019	Font dan Discussion		
3	6 / 9 / 2019	discussion, and bab 4		
4	5 / 10 / 2019	Abstract		
5	11 / 11 / 2019	Acc		

- a. Penyusunan karya untuk keperluan penulisan, penelaahan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/23925
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/9264/2019** Tanggal 1 Juli 2019, dengan ini memberikan rekomendasi kepada:

1. Nama : **NEILA IZZATI**
2. NIM / KTP : **115132037610**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION ANXIETY AND THEIR WILLINGNESS TO COMMUNICATE AT SENIOR HIGH SCHOOL BABUSSALAM PEKANBARU CHAPTER I INTRODUCTION**
<>A.Most of the students are feeling afraid about their pronunciation. Most of the students perceived that they are difficult to speak English. Deali
7. Lokasi Penelitian : **SMA BABUSSALAM PEKANBARU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : **Pekanbaru**
 Pada Tanggal : **4 Juli 2019**



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 08 JUL 2019

No : 800/Disdik/1.3/2019/0507
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMA Babussalam
Pekanbaru
di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/23925 Tanggal 4 Juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : NEILA IZZATI
NIM : 115132037610
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION ANXIETY AND THEIR WILLINGNESS TO COMMUNICATE AT SENIOR HIGH SCHOOL BABUSSALAM PEKANBARU CHAPTER I INTRODUCTION<>A.MOST OF THE STUDENTS ARE FEELING AFRAID ABOUT THEIR PRONUNCIATION.MOST OF THE STUDENTS PERCEIVED THAT THEY ARE DIFFICULT TO SPEAK ENGLISH DEALI

Lokasi Penelitian : SMA BABUSSALAM PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



ABYU SUHENDRA, SE

Pembina
NIP. 19711209 200012 1 006

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



304 096 008 045
10404006

مؤسسة الشيخ عبدالوهاب ركن
المدرسة العالية العامة باب السلام
SMA BABUSSALAM

**BABUSSALAM SENIOR HIGH SCHOOL
SYEKH ABDUL WAHAB ROKAN FOUNDATION**

AKREDITASI "A"

Email : smababussalampekanbaru@gmail.com
Website : http://www.babussalam-riau.com

Jalan HR. Soebrantas No. 62, Km. 9 Kode Pos 28294 Telp. (0761) 565983 Pekanbaru - Riau

Nomor : 266/SMA-BS/VII/2019
Lamp. : -
Hal : Izin Melakukan PraRiset.

Kepada Yth.
Wakil Dekan
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Dengan hormat, membalas surat Bapak Nomor : Un.04/F.II.4/PP.00.9/8698/2019 tanggal 18 Juni 2019 perihal *Mohon Izin Melakukan PraRiset*, bersama ini kami sampaikan bahwa pada prinsipnya kami tidak keberatan dan memberikan izin **Sdr. Neila Izzati** mahasiswi Bapak untuk melaksanakan PraRiset di SMA Babussalam Pekanbaru dengan ketentuan tidak mengganggu kegiatan proses belajar mengajar.

Demikian untuk dimaklumi, terima kasih.

Pekanbaru, 24 Juni 2019

Kepala Sekolah,



Drs. H. Imran Effendy Hasibuan, MA.



مؤسسة الشيخ عبدالوهاب روكن
المدرسة العالية العامة باب السلام
SMA BABUSSALAM

BABUSSALAM SENIOR HIGH SCHOOL
SYEKH ABDUL WAHAB ROKAN FOUNDATION

AKREDITASI "A"

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Website : http://www.babussalam-riau.com

Telp : 304 096 008 045
Fax : 10404006

Jalan HR. Soebrantas No. 62, Km. 9 Kode Pos 28294 Telp. (0761) 565983 Pekanbaru - Riau

Nomor : 301/SMA-BS/VII/2019

Lamp : -

Hal : Izin melakukan Riset

Kepada Yth;

Dekan Fakultas Tarbiyah dan Keguruan

UIN Sultan Syarif Kasim Riau

di

Tempat

Dengan hormat, membalas surat Bapak Nomor 800/disdik/1.3/2019/8597 tanggal 08 Juli 2019 perihal *Mohon Izin Melakukan Riset*, bersama ini kami sampaikan bahwa pada prinsipnya kami tidak keberatan dan memberikan izin **Sdri. Neila Izzati** mahasiswi Bapak untuk melaksanakan Penelitian di SMA Babussalam Pekanbaru dengan ketentuan tidak mengganggu kegiatan proses belajar mengajar. Demikian untuk dimaklumi, terima kasih.



Pekanbaru, 22 Juli 2019

Kepala Sekolah,

Drs. H. Imran Effendy Hasibuan, MA.



مؤسسة الشيخ عبدالوهاب روكن
المدرسة العالية العامة باب السلام
SMA BABUSSALAM

BABUSSALAM SENIOR HIGH SCHOOL
SYEKH ABDUL WAHAB ROKAN FOUNDATION

AKREDITASI "A"

Email : smababussalampekanbaru@gmail.com
Website : http://www.babussalam-riau.com

Telp : 304 096 008 045
Fax : 10404006

Jalan HR. Soebrantas No. 62, Km. 9 Kode Pos 28294 Telp. (0761) 565983 Pekanbaru - Riau

SURAT KETERANGAN
Nomor : 302/SMA-BS/VII/2019

Kepala Sekolah Menengah Atas (SMA) Babussalam Pekanbaru Propinsi Riau dengan ini menerangkan bahwa :

Nama : NEILA IZZATI
NIM : 115132037610
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Yang bersangkutan benar telah melaksanakan *Riset/Penelitian pada SMA Babussalam Pekanbaru dengan judul : "The Correlation Between Students' Pronunciation Anxiety And Their Willingness To Communicate At Senior High School Babussalam Pekanbaru Chapter I Introduction, A Most Of The Students Are Feeling Afraid About Their Pronunciation, Most Of The Students Perceived That They Are Difficult To Speak English Deali"*

Mulai Tanggal : 22 s.d 23 Juli 2019

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Pekanbaru, 23 Juli 2019
Kepala Sekolah,

Drs. H. Imran Effendy Hasibuan, MA.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa

Neila Izati

Nomor Induk Mahasiswa

11513203761

Hari/Tanggal Ujian

23- Mei- 2019

Judul Proposal Ujian

The correlation Between Students' Pronunciation Anxiety
and Their Willingness to Communicate at
Senior High school Babussalam Pekanbaru.

Isi Proposal

: Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, M.Pd	PENGUJI I		
2.	Zelly Putriani, M.pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Drs. ALIMUDDIN, M.Ag.
NIP. 19660924 1995031 002

Pekanbaru, 26 - Juni - 2019
Peserta Ujian Proposal

Neila Izati
NIM. 11513203761

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Neila Izzati

11513203761

Kamis, 23 - Mei - 2019

Students' anxiety The correlation Between students' pronunciation
Anxiety and their Willingness to Communicate at Senior high
School 5 Pekanbaru

URAIAN PERBAIKAN

Reference,

- Bab II, have to connect.

Penguji I

Lekhan Saputra, M.Ed.

Pekanbaru, 23 Mei 2019

Penguji II

Zelly Putrani, M.Pd.

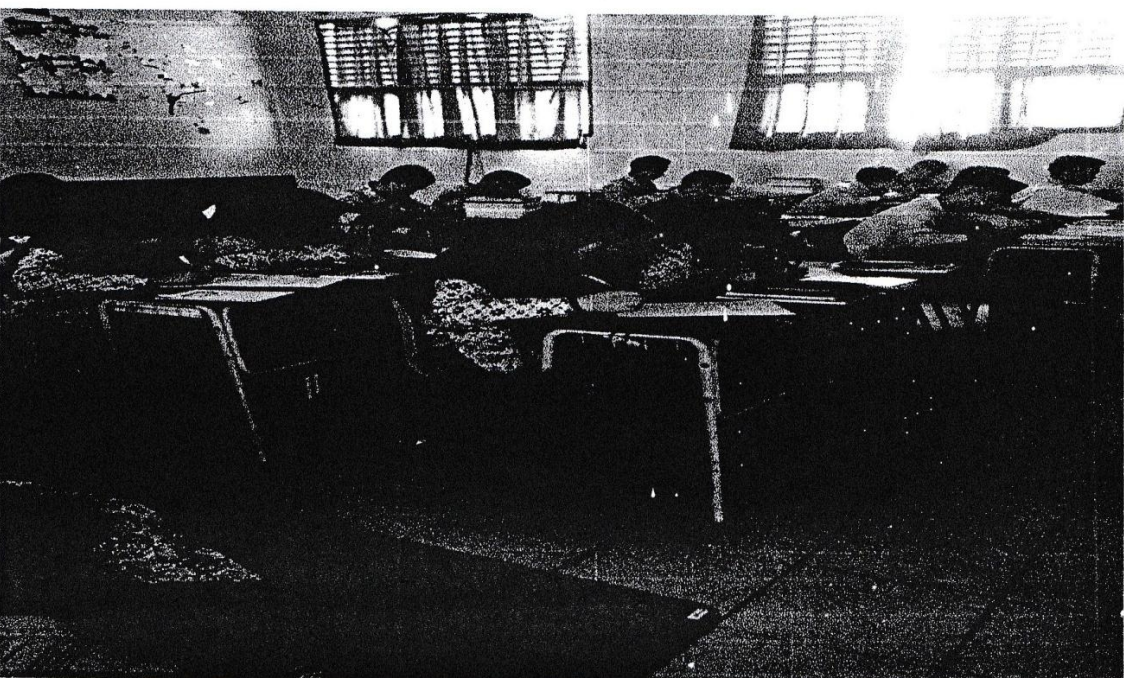
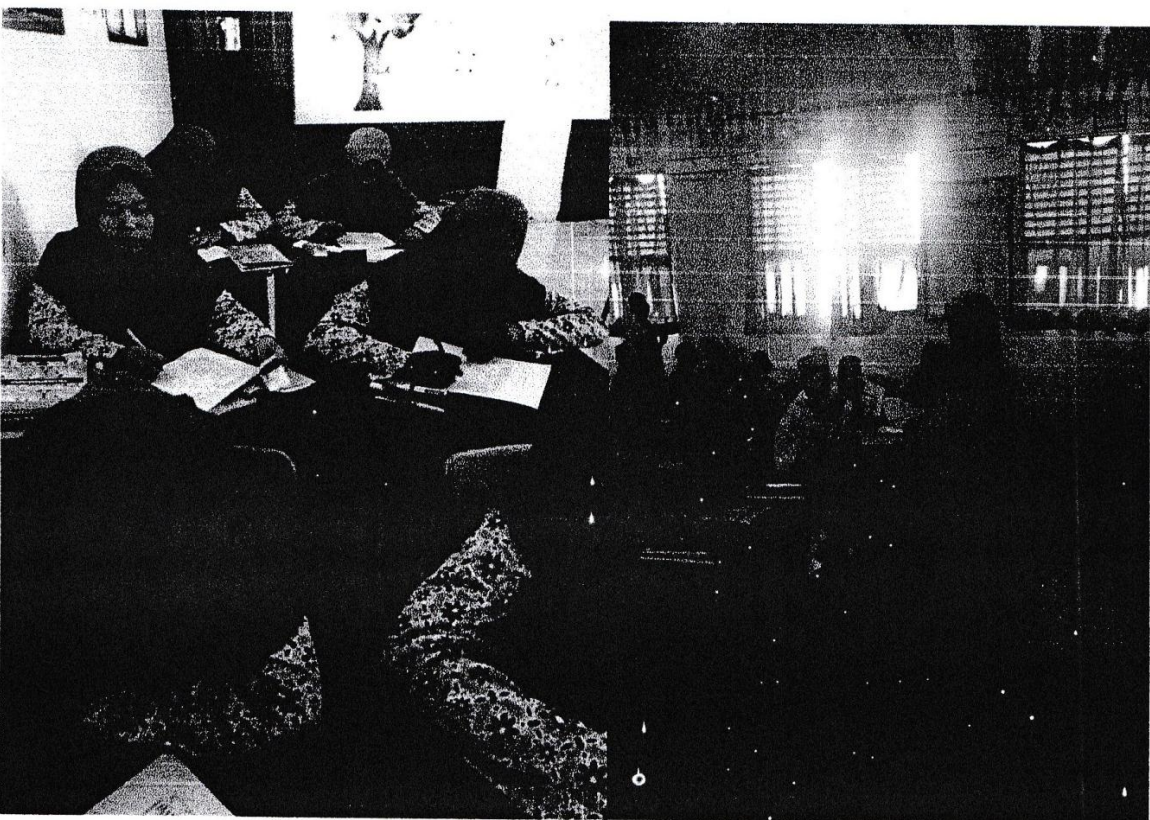
Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Penguji I
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kv. Penguji XLXXXXXXXVII
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ky. Penguji XLXXXXXXXX
kz. Penguji XLXXXXXXXI
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le. Penguji XLXXXXXXXVI
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lg. Penguji XLXXXXXXXVIII
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ll. Penguji XLXXXXXXXIII
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lq. Penguji XLXXXXXXXVIII
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lu. Penguji XLXXXXXXXII
lv. Penguji XLXXXXXXXIII
lw. Penguji XLXXXXXXXIV
lx. Penguji XLXXXXXXXV
ly. Penguji XLXXXXXXXVI
lz. Penguji XLXXXXXXXVII
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zy. Penguji XLXXXXXXXVII
zz. Penguji XLXXXXXXXVIII

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





CURRICULUM VITAE



PERSONAL INFORMATION.....

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Place, Date of Birth

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Religion

Moeslem

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2015-Present

Undergraduate students

**State Islamic University of Sultan Syarif Kasim,
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2012-2015

**State Senior High School 1 Pangkalan
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2009-2012

**Junior High School 1 Pangkalan Koto Baru
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2003-2009

**Elementary School 02 Pangkalan Koto Baru,
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